

CHAPTER I

INTRODUCTION

This chapter discusses some important points namely, research background, research problem, research objective, scope and limitation, research significance, and definition of key terms. Each section is presented below.

1.1 Research Background

English as one of the international languages in the world that should be mastered by people from many countries. The use English as an international or global language is supported by its large use in a variety of fields such as politics, science, and technology, education, information technology, international job and industry (Lauders, 2008). In Indonesia, English is taught and learned at schools and universities as a foreign language (EFL) rather than as a second language (L2). It means that learners do not have many opportunities to exercise English in their daily life and outside of the classroom (Liando, Moni, Baldauf & Richard, 2005, as cited in Astuti, 2013).

In the same way, English is not commonly used as a means of communication in Indonesia society. It is still seen as a priority and as the most important foreign language to be taught (Simatupang, 1999, as cited in Lauder, 2008). In the last few decades, teaching English in Indonesia's government schools and colleges has decreased motivation (Kirkpatrick, 2007). In addition, Bradford (2007) states that the failure of English teaching in Indonesia lies less with the curriculum and more in such matters as teacher qualification and benefits, classroom size and students' motivation. There are studies drawing on students' opinions of the effectiveness of

teaching methods to motivate English language learners have been conducted; and these were mainly conducted in the western part of the country (Bradford, 2007). In the result, Indonesia students have to learn English to face this modern era.

In English as a second language (ESL) and English as a foreign language (EFL), learning reading plays a vital role in all language skills (Nation, 2011). Neuman & Dwyer (2009) state that reading is the word that we must know to speak effectively, words in speaking (meaningful reading) and words in listening (interesting reading). Nation (2001) describes the relationship between reading knowledge and language use as complementary: knowledge of reading enables language use and, in opposition, language use directs to an increase in reading knowledge. Meanwhile, reading is an important language aspect to master. Reading as one of the language aspects has to be taught when people are learning a language. It is impossible to understand the language without reading. Thus, reading is required in any language learning.

Considering the importance of reading, it is necessary to select teaching method that appropriates such as Community Language Learning (CLL), as one type of methods in language learning, which lets the learners be the members of a community. Their member learners and the teacher learn through relations with members of the community. Learning is not viewed as an individual achievement but as something that is achieved collaboratively. Learners are expected to listen carefully to the knower, to provide meanings they hope to express word without hesitation to support equal members of community, to report deep central feelings

as well as bliss and pleasure, and to become to the other learners (Curran, 1976, as cited in Sari, Jismulatif, and Syarfi, 2014).

The research was conducted by Nurhasanah (2015) in her research entitled “The Use of Community Language Learning Method to Increase the Students’ Participation in Classroom Conversation” showed that by implementing Community Language Learning (CLL) method in teaching and learning process, the students could expand their participation in classroom conversation although sometimes there were grammatical errors. However, the students were anxious to speak English but they gave good responses after being taught by using Community Language Learning (CLL). Furthermore, researchers who ever used CLL are Sari, Jismulatif, and Syarfi (2014) by entitled “The Use of Community Language Learning Method to Improve Speaking Ability of the Second Year Students of SMP Muhammadiyah 2 Pekanbaru” concluded that CLL method can improve speaking ability of the second year students of SMP Muhammadiyah 2 Pekanbaru.

Different from the previous research mentioned before, the present study aims to find out whether or not Community Language Learning has significant effect to improve students’ reading skill. The researcher attempts to explore more to the limited number of research related to CLL in reading. Thus, the researcher chooses the title “The Effectiveness of Community Language Learning in Improving Reading Comprehension of 8th Grade Students at SMPN 1 Pakis”.

1.2 Research Problem

Based on the research background, the research problem is formulated as follows:

“Is the community language learning effective in improving students’ reading skill?”

1.3 Hypothesis of the Study

Based on the research problem above, the hypothesis of this research can be formulated as follows:

H₀: Community Language Learning is not effective in improving the 8th-grade students’ reading skill.

H₁: Community Language Learning is effective in improving the 8th-grade students’ reading skill.

1.4 Research Objective

In accordance with the statement of the problem mentioned previously, the objective of the study is stated as follows: “To find out whether or not community language learning has significant effect to improve students’ reading skill”.

1.5 Research Significance

This research is expected to give a significant contribution to the teachers, next researchers, and the Digital Library University of Muhammadiyah Malang. For the teachers, it is expected to give more effort in developing English teaching, especially in teaching reading by using community language learning. For the next researchers, it can be a reference for the next research especially for language education research in community language learning so that the data can be used as references. Another, this research can contribute to the Digital Library University of Muhammadiyah Malang to make a consideration in conducting research related to teaching-learning method.

1.6 Scope and Limitation

Based on the research background, the scope of this research is focused on students' reading skill mastery through Community Language Learning (CLL). This research, it is limited in term of content words by using a reading test. It conducts in three meetings. Moreover, the method is limited only for students at the eighth grade at SMPN 1 Pakis the academic year 2017/2018.

1.7 Definition of Key Terms

To avoid misunderstanding about the concept used in this study, the researcher presents the definition of key terms as follows:

1. Effectiveness is the degree to which something is successful in producing the desired result.
2. Community Language Learning is the most receptive of the methods which are reviewed in provisos of its sensitivity to learn communicative purpose (Nagaraj, 2009).
3. Reading Comprehension is the practice of creating meaning by organizing a number of compound processes that consist of word reading, word and world knowledge, and fluency (Klinger, Vaughn, & Boardman, 2007).